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ABSTRACT

Considered an initial step in the continuous process of curriculum development and departmental policy formulation, this interim curriculum guide relates to course development for grades nine, ten, and eleven. Emphasis is placed on effective written and oral expression, improved reading, the acquisition of vocabulary and other word analysis skills, correct usage, and improved application of English grammar. Provision is also made for teaching students to think critically and analytically through literature. The guide is presented in terms of basic categories or "strands" wherein course content is allocated on a year by year basis. Departmental policy and procedure are also discussed and outlined. (HOD)

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INTERIM CURRICULUM GUIDE
AND
POLICY HANDBOOK

Dover High School

English Department

A curriculum manual developed cooperatively by the faculty and administration of Dover High School.

Committee Members:

Phyllis Levitt
Victoria Govatos
Robert Byrne
Delmar Wright
Patrick Lynn
Alice Casey

Dover, Delaware

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I. PURPOSE

The purpose of this guide is to set forth policies and procedures for the functioning of the English department during the academic year 1974-75. As much as possible, it relies upon information that was requested of teachers through the department memorandum, dated May 1, "Planning the Curriculum".

You will recall that the objective of this project was to establish interim guidance pertaining to the development of the curriculum and the administration of the department. As the year progresses, it is expected that teachers will want to extend this document with suggestions relative to methodology, objectives (in terms of attitudes, habits and skills), books and resources, developmental and culminating activities, etc. In short, the guide is not a final product. Rather it should be considered the initial step in the continuous process of curriculum development and departmental policy formulation.

Curriculum development does not imply comprehensive revision. In many respects, the guide will clarify what has already been established by teachers as effective classroom practice. However, it does seek to align learning expectations of students in a manner which is logical and sequential and which avoids unnecessary repetition.

The present outline relates to course development for grades nine, ten and eleven. For the present it excludes specialized courses (composition, journalism, theatre skills) and courses in the twelfth grade elective program. Nevertheless, teachers of these courses should be informed of the curriculum and guided by the philosophy and policies of the department as indicated in this document.

II. STATEMENT OF PHILOSOPHY

The English department is committed to the development in students of the basic communication skills that are required in a literate democratic society; these include the fundamental processes of reading, writing, speaking and listening. The emphasis of the program at all levels is on effective written and oral expression, improved reading, the acquisition of vocabulary and other word analysis skills, correct usage and improved application of English grammar.

The activities and content of the program are designed to actualize the potentialities of all students

at each grade level and to account for the range of abilities which will exist in any group of students at any level. The range and intensity of learning experiences will increase in accordance with maturational change.

Although the program reflects renewed emphasis upon basic skills development, a provision is made for the teaching of literature or art and of the various genres as art forms. Through the study of literature, it is hoped that students will learn to think critically and analytically, gain insight into the human experience and become increasingly freer and more self directed learners.

It is recognized that the "strands" of language study cannot be addressed independently, that they are inevitably interweaved in the effective teaching of English. A literature lesson, for example, involves pupils in discussion and thus in the use of listening and speaking skills; when the lesson calls for examining literary passages, it brings into play specific reading skills; the element of composition is included when students are asked to write their opinions of characters and their actions. Though on occasion lessons may concentrate on a specific area of language arts, the larger unit or series of lessons will tend to interrelate all language arts. Recognition of this interaction and relationship is essential in implementing this curriculum guide.

III. DEPARTMENTAL POLICY AND PROCEDURE

1. Professional Responsibilities

a. Administration. The principal and associate principal, curriculum and instruction, have overall responsibility for the supervision, evaluation, and development of the instructional program. They will provide resources and materials to meet the instructional needs indicated by the faculty. As much as possible, the faculty will be consulted for leadership, advice, and counsel respecting all significant developments and plans for curriculum revision.

b. Coordinator. The coordinator functions as a resource person for all teachers in the department. Teachers are encouraged to seek the assistance of the coordinator in regard to lesson planning, selection of materials, teaching methods, and other areas related to effective teaching.

c. Staff. Teachers have the responsibility to understand and implement the policies and procedures contained in this guide. Although flexibility and adaptation are encouraged,

important deviations from the guide should be brought to the attention of the administration.

Teachers are required to upgrade their knowledge of curricular trends and familiarize themselves with various district, school and department policies and regulations. Attendance is necessary at all meetings called by the principal, the associate principal and coordinator.

Teachers, additionally, are urged to seek opportunities for professional growth through the following activities:

1. membership in professional organizations (e.g. National Council of Teachers of English, Delaware Council of Teachers of English);
2. undertaking graduate course work in areas related to teaching activities;
3. reading professional journals and standard recommended texts in language, literature and curriculum development (the professional shelf in the library should be consulted);
4. sharing and discussing techniques and resources that have been proven effective in actual classroom practice (teachers are encouraged to observe each other's classes and assist less experienced colleagues both informally and through the "Buddy" system)

d. Counselors. Counselors should be completely conversant with the content of the guide and support the department in the following manner:

1. advise and assist teachers on all matters relative to pupil welfare (usually through the counselor liaison);
2. investigate and take necessary action on all requests by teachers regarding changes in student level;
3. administer standardized intelligence, reading and achievement tests as necessary or as requested by teachers;
4. inform teachers specifically of students in their classes whose psychological background is likely to bear upon their achievement or deportment (this should be accomplished early in the school year).

2. Professional Development

The achievement of a masters degree in English language and literature or the equivalent in a

related field should be the goal of each individual teacher.

As a matter of administrative policy, personnel assignments account for the expressed wishes of the teacher. However, assignments will be determined additionally by a teacher's graduate school background and/or immediate plans to enroll in courses related to a particular high school assignment.

3. Evaluation

   a. Personnel evaluation. Personnel evaluation is exclusively the responsibility of the administration. Teachers should refer to the "Teacher Evaluation Instrument" and the high school administration's memorandum, "Performance Appraisal Program", dated September, 1973.

      It should be emphasized that the coordinator does not have a role in personnel evaluation. The classroom observations of the coordinator are for the single purpose of assisting in the development of more effective instruction.

   b. Pupil appraisal. Evaluation of student achievement should be in accordance with a multiple standard which accounts for different levels of aptitude. Students should not be rewarded simply on the basis of native ability; similarly, grades should reflect, in a positive way, the achievement of students of less ability where improvement and progress are apparent.

      Given equal motivation, the pattern of grades is likely to be similar in "slow" and regular classes.

   c. Grading. Teachers should consult the "Grading Policy" for further guidance. Particularly in the case of seniors, emphasis must be placed on providing students and parents adequate notification of probable failure when failure is imminent.

   d. Final examinations. Final examinations, accounting for 20% of the final grade, will be uniform by grade and level. They should provide a comprehensive assessment of all important linguistic skills that have been taught during the year. The coordinator will advise and assist in the composition of these examinations. The examinations will be submitted to the administration not later than May 15. (Projects or "term papers" in lieu of final examinations may be authorized by the administration.)

4. Clerical Duties and Administrative Accountability

   a. Purchasing books and resources. All ordering is accomplished through the coordinator

with the final approval of the administration. The coordinator is required to meet with teachers by grade level and to insure that selections meet the goals of this curriculum guide. Recent catalogues are available for teacher use in the English office above the library.

b. Accounting for books and resources. Each grade level team is responsible for the inventory and careful storage of books. Each teacher is accountable for the books and materials that are used by his classes. A 3 x 5 card should be maintained for each student; students will be obligated to return the books or pay for them. The "rotation" schedule must be followed closely by all teachers.

c. Grade level files. Each grade level should maintain a file of materials and each teacher should make regular contributions. The materials might include units or lessons, duplicate catalogues, departmental memos or notes or whatever information best serves the interests of the grade level.

d. Composition folders. Folders will be maintained for each student; they will be returned to students at the end of the school year. Sometime during the final marking period teachers should arrange (during class time, possibly when students are engaged in a writing assignment) a brief conference with each student for the purpose of providing an overall assessment of written work submitted during the year. Correction symbols in the Harbrace should be used by teachers at all levels.

Although there is no specific requirement relative to the number of student themes (paragraphs or reports) to be submitted, it is expected that teachers will assign and grade student written work with frequency sufficient to accomplish the goals of the curriculum in grammar, usage and composition.

e. Bulletin Boards. Display space should be used by teachers in a manner which relates to the instructional program, particularly the unit which is being taught. Bulletin boards are normally evaluated as one aspect of "classroom environment", a scale on the Teacher Evaluation Instrument.

f. Grade books. The titles of major assignments should be indicated in the grade book. Point systems employing a base other than 100 should be explained clearly for each quarter. The teacher's careful record of absences and tardies should also be reflected in the grade book.

g. Field trips. Permission must be obtained from the administration (from the associate

principal, curriculum and instruction, for the concept and relevance of the trip and from the associate principal, school management, for logistical arrangements).

Requests for trips within Delaware should be submitted two weeks in advance; requests for out of state trips should be submitted four weeks in advance since they require board approval.

The coordinator will maintain a file on field trips which indicates the name of the teacher, the purpose of the trip, and students (i.e. grade, level and number) who participated. A signed permission slip from the parent is required.

h. Contests. Teachers receiving information about contests should advise the coordinator. The coordinator should maintain a file of pertinent contest information.

i. Films. In January the film orders are prepared by grade level teams and the coordinator, approved by the administration, and submitted to the librarian who places the orders for the following year. A weekly schedule of incoming films is provided by the librarian.

j. Other audio-visual aids. Records, filmstrips and a.v. machines will be distributed by the librarian when requested.

5. Lesson Planning. All teachers are required to prepare lesson plans. In the case of tenure teachers, these plans may take the form of any convenient, written mode which insures effective day to day instruction.

Pretenure teachers are required to comply with the administrative memorandum, dated September, 1973, "Lesson Plans". That is, plans are to be structured according to a uniform format and submitted to the administration weekly, unless otherwise indicated.

Suitable plans should be left for a substutite when a teacher is absent.

6. Interaction with staff specialists. Teachers should be sensitive to student problems which require the intervention of staff specialists. Guidance counselors should be informed of all referrals. Referrals to the speech therapist, attendance teacher, reading teacher and psychologist should be made as early as possible through the guidance counselor. Reservations as to the necessity or value of a referral should be discussed with the student's guidance counselor.

Problems pertaining to achivement or deportment should be brought to the attention of the counselor and the student's parents.

IV. PROGRAM OF STUDY

The curriculum outline is presented in terms of basic categories or "strands" wherein course content is allocated on a year by year basis. Again, it is emphasized that the principle of interrelationship of strands must be understood and implemented in the classroom. The specific sequence for presentation for each grade level is to be guided by the Teacher's discretion and the availability of resources.

A. GRAMMAR AND LANGUAGE USAGE

Materials: Operations in Modern Grammar and Composition (MGC)
Procedures in Modern Grammar and Composition (MGC)
English Can Be Easy (ECE)
Harbrace's College Handbook (HAR)

Inductive teaching styles and techniques are intrinsic to the Grammar and Composition Series. That is, rules of grammar are generalized only after the student has observed the structure of his language. Although the series introduces several new terms, for the most part, linguistic nomenclature is traditional. These terms should be taught only to clarify the structure of grammar in the sentence or paragraph; they should not be taught as ends in themselves.

ENGLISH 112

1. Sentence Structure (Ch 1) -

   -subject predicate structure of the sentence
   -headwords in the subject and predicate complements
   -direct object and linking verb
   -formation of interrogative

2. Sentence Patterns (ch 2) - (the seven sentence patterns form the basis of the instructional approach in this text; students should understand and be able to expand and modify the patterns in their own writing)
   -teachers should administer the chapter test on pp. 50-51 in order to insure mastery of this content prior to proceeding to later topics

3. Form and Function of Parts of Speech, Function Words (ch 3-7)
   a. Nouns (ch 3)

-inflection to form plural, possessive

-position of nouns after determiners, prepositions, verbs; before verbs and with other nouns

b. Verbs (ch 4)

-inflection of regular verbs

-inflection of irregular verbs

-the verb "to be"

-verbs showing tense, voice

-transitive and intransitive verbs

(prefixes and suffixes for verbs may be deleted)

c. Adjectives (ch 5)

-regular and irregular forms for comparison

-major stress on position of adjective in relation to noun (with practice to insure mastery)

d. Adverbs (ch 6)

-sentence position of adverbs compared to adjectives

-inflection of adverb

-as modifiers of adjectives, adverbs, sentences

-as complements and transition words

e. Pronouns (p. 144)

-stress functions and position; minimizing new terminology

f. Coordinators and Subordinators

as classes of "connectives"

g. Auxiliaries, Determiners and Particles

-rapid coverage for familiarity

4. Building Sentences (ch 8)

Coordinators and conjunctive adverbs in forming compound and complex sentences. Subordinate clauses according to function (noun clauses, adverb clauses, adjective clauses).

5. Spelling (ch 11, MGC; HAR)

-problems of English spelling (p. 220)

-basic rules (p. 230)

-affixes (p. 234)

-words often misspelled (235) and (181) (HAR) (first one hundred only)

-words of similar sound and spelling (HAR, 173-4) (to be taught for spelling and meaning)

6. Conventions of Usage (Ch 19, HAR)

-principal usage distinctions should be taught as customs of the English language; the notion of "propriety" or "correctness" should be placed in perspective. The teacher may prefer to administer a diagnostic test or quiz and teach according to individual needs.

-the following usage distinction should be presented: accept, except; affect, effect; allusion, illusion; already, all ready; altogether, all together; among, between; avoiding double negative with but, only, hardly, scarcely; either, neither; farther, further; fewer, less; imply, infer; faulty use of "irregardless"; lie, lay; lose, loose; practical, practicable; faulty use of "reason is because"; respectfully, respectively.

7. Punctuation (ch 9, MGC; HAR)

-related to grammar, (pp. 188-190)

-conventional punctuation (dates, places, direct address, contractions, etc.) (pp. 191-195)

-reinforce with examples from Harbrace (selected from chapters 12-17)

(delete suprasegmental phonemes, juncture, stress, etc.)

8. Capitalization (MGC; HAR, Ch 9)

-signaling nouns (61-62, MGC)

-proper names (Har, 97)

-titles preceding names (Har, 99)

-unnecessary capitals (Har, 102)

-reinforce with exercises, pp. 103 and 104

9. Abbreviations and Numbers (Har, Ch 11)

-rules 11a through 11f

-reinforce with exercises (p. 115)

ENGLISH 111

As in English 112, the course of study in English 111 aims to increase the student's capacity to recognize and compose grammatical sentences according to basic patterns and familiarize him with key topics in language usage. Since it is anticipated that the ability level in these classes

will be more diverse, it may be necessary to employ alternative instructional approaches. Consequently, topics in the MGC series which require a level of competence beyond that of English 111 student may be treated through "equivalent chapters" in the ECE text. It is expected that these two texts, as well as the Harbrace, will be used in concert throughout the course. As a point of reference, the teacher should utilize the MGC text for each topic so long as there is reasonable understanding and cooperation on the part of the students; the ECE text should be introduced for each topic and for each group of students when the learning process has been clearly obstructed by frustration and inability to progress.

However, it is noted that "minimum essentials" from the MGC text must be taught to English 111 students. This is to insure that students transferring to English 112 during or after the ninth grade are not unduly disadvantaged owing to their presence in 111.

1. Sentence Structure (ch 1, MGC; Unit 1 ECE)

   -subject predicate structure of the sentence (ch 1, MGC)

   -headwords in subject and predicate (ch 1, MGC)

   -practice in identifying sentences, subjects and predicates (pp. 3-9, 12-15)

2. Sentence Patterns (ch 2, MGC)

   -the patterns are to be taught in their entirety (even if additional time is required); it may be necessary to refer back to this chapter after the parts of speech have been taught

3. Parts of Speech - (As a minimum, the MGC should be utilized to introduce the notion of inflection as a means or alternate means of identifying parts of speech. As these chapters are likely to be too intricate for the student in 111, the teacher may quickly revert to using the ECE as indicated below.)

   a. Nouns

      -noun clues (47-49 ECE)

      -equivalent of notion of determiners (this should be stressed)

      -as names of persons, places, things (41-46)

      -singular and plural of nouns (emphasize inflected endings 49-52)

      -proper nouns (53)

      -possession (69)

b. Pronouns

-recognizing pronouns (71-78)

-changing pronouns to nouns (71-78)

-possessive pronouns (79-81)

c. Adjectives and Adverbs

-as modifiers for nouns and actions (143-160)

-inflection for comparison (with MGC)

-position of adjectives (with MGC)

-inflection of adverbs (with MGC)

d. Verbs

-as words indicating action (93-97 ECE)

-linking verbs (99-117)

-(optional—inflection to indicate number, inflection of reguiar and several irregular verbs)

e. Coordinators and Subordinators

-to be presented as connective as in 112

4. Writing Complete Sentences (ECE, Unit 6)

-review of parts of speech and elements of a sentence (171-182)

-practice in writing sentences 183-192 with appropriate exercises in extra credit section beginning on p. 205

5. Spelling (ECE; Har, MGC)

-selection in ECE should be used for diagnostic purposes; there should be stress on an "individual needs" basis

(p. 67, ECE "Most Used Words")

(p. 87-88, "Spelling Trends")

(p. 135, "Tricky Twins")

(p. 165, "Simple Words")

(p. 199, "Spelling Roundup")

-basic rules (MGC, 230)

-(optional) words often misspelled (181, [illegible], HAR)

-words of similar sound and spelling (173-4, HAR)

6. Conventions of Usage

-as presented in English 112 consistent with ability and interest of students

7. Punctuation (MGC, Ch 9; ECE)

-conventional punctuation (MGC 191-195) (as in Eng. 112)

-commas with dates and addresses (ECE, 83-85)

-practice in use of the comma (ECE, 129-133; 161-165; 193-197) (these should be taught in connection with topics in grammar)

-use of the period, question mark, exclamation point, colon, dash, (HAR, 158-166)

8. Capitalization (ECE, Unit 2; HAR)

-proper nouns (ECE, 53-59)

-titles preceding a noun; essential parts of a proper noun (HAR 99)

-titles of books, plays, etc.(70)

-practice in avoiding unnecessary capitals (HAR 102-104)

9. Abbreviations and Numbers (HAR , ch 11)

-rules 11a through 11f (as in English 112)

ENGLISH 122

1. Transition (ch 1,2, MGC2) - (This chapter provides a rapid overview of chapters 1-6 of MGC1; it should be dealt with slowly particularly during the transition as the text is introduced into the curriculum.

-review of basic concepts (basic sentence patterns, sentence elements; identification of nouns and verbs by position and inflection; coordination; subordination; sentence combinations; headwords, identification of adjectives, adverbs, noun adjuncts, possessive noun as single word modifier)

-chapter tests and mastery tests (MGC1) should be administered prior to proceding to new topics.

2. Functional Shifts (ch 3, MGC2)

-basic sentence functions of subject, predicate, complement and modifier

-chapter material should be used to support the major notion of "functional shift"; i.e. the influence of position and word order on function and meaning (69-72)

3. Verbals (ch. 4, MGC2; HAR)

-the three basic forms of verbals and verbal phrases

-various functions of verbals

-identification of gerunds, participles, infinitives

-alternative discussion in HAR (13-19, 471)

4. Appositives and Absolutes (ch 5, MGC2; HAR)

   -recognition of the appositive structure

   -restrictive and nonrestrictive appositives; punctuation

   -absolutes, punctuation

   -practice drill and alternative discussion in HAR (53-54, 128FF)

5. Agreement (ch 6, MGC2; Ch 6 HAR)

   -between noun and verb

   -between pronoun and verb

   -complications in agreement (88-122)

   -practice exercises in HAR (Ch 6)

6. Spelling (Ch 9, 180-191, MGC2; HAR)

   -review of spelling rules and conventions from English 112

   -words with silent letters

   -homonyms (list, p. 184, MGC2)

   -"ie" and "ei" distinctions (list 186, MGC2)

   -application of rules to selected words on list in HAR (182-186)

7. Conventions of Usage (HAR Ch 19; Ch 6 and 7, MGC2)

   -review of usage distinctions from Eng. 112

   -"who, which, that" as subordinator functions (MGC2, 122)

   -"doesn't, don't", "was, were" (MGC2, 122)

   -use of "who, whom, whose; which, whose; that" as subordinators (MGC2, 133, 135)

   -inflexive pronouns as objects, intensifiers (MGC2, 135-6)

   -usage complications (137-143); rapid coverage

8. Punctuation (MGC2, Ch 8, 155-157; HAR, Ch 17)

   -review of punctuation from English 112

   -intensive review of uses of comma, apostrophe, semicolon, italics, quotation marks (MGC2, 155-159)

   -punctuation of interrupting words and phrases (MGC2, 160-2)

   -use of colon, dash, ellipsis, exclamation point and punctuation within punctuation (MGC2, 162-165)

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ENGLISH 121

The relationship between English 121 and English 122 is similar to that in the ninth grade program.

1. Sentence Structure (Ch 1, 2, MGC2; HAR)
   - -a review of basic patterns from MGC1
   - -review of concepts of position and inflection with respect to nouns, verbs, adjectives and adverbs
   - -review of definitions of parts of speech (HAR, Ch 1, 4)
2. Verbals (MGC2; 83, 88, 90; or HAR 12-14, 471-2)
   - -presentation in HAR is recommended
   - -recognition of simple gerunds, participles and infinitives and the distinction from verbs
3. Agreement (As in MGC2, Ch 6 or HAR, Ch 6)
   - -agreement in number between subject and verb
   - -stress on plural subjects joined by "and"; singular subjects joined by "or, nor, either-or, neither-nor"; sentences beginning with "there is", "there are"; indefinite pronouns (e.g. each, anyone, everyone, etc.) agreeing with singular verbs; collective nouns; singular nouns that are plural in form
   - -agreement in number between pronoun and antecedent (e.g. singular pronouns for "each, anyone, everyone" etc.; antecedents joined by "and", "or"; collective nouns
   - -students should perform exercises 66-68, 70-72
4. Tense and Mood (HAR, Ch 7)
   - -principal parts of common verbs; expand from list on pp. 78-79 (review from 111)
   - -comparison of present and past indicative with present and past subjunctive (delete "shall, will" distinction)
   - -reinforce with exercises, 86-87
5. Spelling (180-191, Ch 9, MGC2)
   - -as outlined for English 122
6. Conventions of Usage (Ch 19, HAR; Ch 6 and 7, MGC2)
   - -as outlined for English 122
7. Punctuation (MGC2, Ch 8; HAR, Ch 17)
   - -review of conventions of punctuation (from MGC1, 191-195, English 111)

-review of use of period, question mark, exclamation point, colon, dash

-use of brackets, parenthesis (HAR, Ch 17; MGC2 160-162 may be used as an alternative to HAR)

-administer tests and practice exercises from all sections of HAR, 17 (also refer to HAR Ch 12-16, as necessary)

ENGLISH 132, 131

Formal presentation of grammar through the scope and sequence will terminate after the tenth grade. Teaching of grammar and usage in the eleventh grade will be keyed to the capacity and competence of students in the application of language principles to their own construction of sentences, paragraphs and themes. It is anticipated that the teaching of grammar and usage will blend with the teaching of composition at the eleventh grade level.

Nevertheless, a rapid review of previous learnings in grammar and usage is required for both the 131 and 132 sections. This review should be oriented to individual needs of students. Eleventh grade teachers should construct diagnostic evaluation instruments according to paradigms suggested by the outline for grammar and language usage for ninth and tenth grades; separate instruments should be used for English 132 and 131 sections. Standardized tests may be consulted in the construction of these examinations; the coordinator will assist in organizing teacher input to the instruments.

Based on the results of these examinations, teachers will prepare a review of previous instruction. Individual and small group work is encouraged.

Other topics for review or emphasis are presented in section D, "Composition".

B. VOCABULARY

Materials:

Scope (SC)

Be A Better Reader (BBR)

Building Word Power (BP)

Vocabulary For College (Card D) (VC-C; VC-D)

Houghton Mifflin Action Series (HM)

All texts in literature, grammar and language usage

The curriculum guide contains increased emphasis on the teaching and learning of vocabulary. Nonetheless, it must be recognized that formal instruction through vocabulary texts is only one aspect (and perhaps a minor aspect) of the program of vocabulary development. It is only reasonable to assume that the major impact on an individual's word power will be derived from his own listening, reading and writing.

Therefore, the vocabulary program must be designed to stimulate interest in language, the nature of words and the ways in which word meanings develop under the influence of time and context. As much as possible, it should flow from ongoing work in class and it should stress the learning of new words as well as the enriching of old ones.

In teaching words from basic lists, the teacher must stimulate thinking and study through etymology, alternate word forms, related meanings, and other devices which challenge the student's imagination. There should be direct and clear examples of the application of these words. In order not to frustrate student interest, full period classes in vocabulary should be avoided and positive reinforcement should be used whenever possible.

In emphasizing vocabulary learning, teachers of all levels and grades should consider the following activities:

a. preparation of lists made from recent reading done in class;
b. anticipation of word challenges in all reading and writing assignments;
c. preparation of lists of words whose meanings are often confused (this might coincide with usage distinctions discussed in the previous section);
d. preparation of lists of unfamiliar words encountered in reading and listening;
e. lists of exotic and esoteric words or words having picturesque derivations.

ENGLISH 112 (BB, Ls 1-15)

-mastery of vocabulary, related forms pertaining to basic list, lessons 1-15 (reinforcement through drill and exercise found in each lesson) (pronunciation should be stressed)

-practice and drill in identifying synonyms and antonyms (this may be accomplished selectively by teachers; students need not "master" all synonyms and antonyms of each word on the basic list)

-understanding and application of basic prefixes: a, ab, abs (11); ad (32); a, an (47); circum, co (153-4); col, con (175); e, ex (238); epi, eh (260); extra (276)

-understanding and word building practice pertaining to basic Latin and Greek roots (other roots contained in the lessons may be presented at the teacher's discretion): bat, batt; ced; acer; ject (12); theos; gravis; dic, dict (32-3); auto (85); bel, bell; bene, mal (101); cap, cep, cept (139); spect; ven, vent (154); dol; pathy; plac (175-6); vivere; cred (198); fid, fides; rog; demos (220-2); greg; div; plic; doc, doct (238-9); pater; socer (260); tempus (276) (whenever possible roots should be reinforced through word study from the basic list

-understanding of the eight basic patterns for analogy questions (28-31) (practice and drill through exercises in the text)

ENGLISH 122 (BP, Ls 16-26)

-mastery of vocabulary and related forms pertaining to basic list, lessons 16-26; (reinforcement through drill and exercises found in each lesson)

-practice and drill in identifying synonyms and antonyms (as in English 112)

-understanding and application of basic prefixes: in; hyper (306); intra, intro (330); ob (336); per (380); pre, prae; pro (392); re (404); super (417); sub (429)

-understanding and word building practice pertaining to basic Latin and Greek roots: fluere (291); nomen, nomines (306); ira (336); gen (338); magnus; merc, merces; anima (349-50); neos (366); ortho; pan (380); cura (417); tang; tact (429)

-review and reinforcement through drill of eight basic patterns for analogy questions (28-31)

ENGLISH 132 (VC-C; Complete); (VC-D, selected topics)

-information concerning the use of the text should be consulted by students (vii-xv)

-mastery of pronunciation, meaning and related forms of all words on basic lists (ch 1-17)

-reinforcement of understanding through drill following each word and each chapter

-review of prefixes and roots from BP as they relate to words in each chapter (e.g. re,

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ad, in Ch. 1; con, in, ab in Ch. 2; teachers should check closely the course outlines for 112 and 122)

-individual or group assignments in VC-D for advanced students

ENGLISH 111 (BBR, level suited to student ability; SC)

-concept and vocabulary development are closely interrelated, particularly for slower students; students must be taught correct and precise vocabulary as they develop concepts

-learning of vocabulary specific to the high school disciplines of literature, science, history and mathematics (BBR)

-practice in inferring the meaning of words in context (SC)

-learning of several words thru elements that have fixed and unvaried meanings; un; ir; equi; omni; phobia; scripts; spect; (or as these roots appear in words taken in class)

-practice in vocabulary development through conducting activities (e.g. lists) discussed above

ENGLISH 121 (BBR; SC)

-instructional approach and goals are generally similar to that in English 111

-continuation of general purpose vocabulary and vocabulary pertinent to specific disciplines

-intensive review of vocabulary from English 111

-practice in applying word, word prefixes and suffixes

-practice in inferring meanings from context

-preparation and maintenance of vocabulary lists

ENGLISH 131 (HM; Either literature texts)

-refer to Skills Sequence Chart for developmental skill areas; book titles, chapter numbers and performance objectives are required.

C. SPEAKING AND LISTENING

Materials:

MGC (Operations and Procedures)

Teacher Devised Materials

The purpose of teaching speaking and listening skills is to establish the importance of effective communication as it relates to all phases of life, economic, social and cultural. Stress is placed on accurate pronunciation, improvement of every day conversation and confidence in the ability to deliver short and extended oral presentations in class.

It is important that teachers recognize that individual and regional speech patterns are highly personal and often reflect directly upon self esteem. Some care should be taken in order to avoid unintentional insults regarding a student's colloquial speech.

ENGLISH 111 - 112 (MGC 1, Teacher Materials)

1. Pronunciation
   - -understanding of pronunciation symbols (225-6) (include vowel and consonant phonemes)
   - -understanding of phonemes and diphthongs as units of sound
   - -reinforcement through exercises (215-216)
   - -syllabication
2. Group Discussion
   - -(should relate to any basic course content within the curriculum)
   - -students should be involved in a cooperative problem solving activity that attempts to reach concensus on a problem and a solution
   - -all students should exchange and evaluate information and ideas
   - -stress should be placed on respecting the thoughts and speech of fellow pupils
3. Listening Comprehension (related to group discussions)
   - -critical listening is to be emphasized; students and teacher should evaluate their discussion about questions such as the following:
     a. was the problem clear?
     b. was a solution achieved?
     c. what prevented the solution from being reached?
     d. what were the significant contributions (or steps) in reaching the solution?
     e. what digressions occurred?
   - -"paraphrasing" exercises to reinforce need for careful attention in listening
4. Choral Speaking (optional for 112 only)
   - -verse reading of selections of attractive rhythm and sound quality
   - -(designed to instill confidence for oral reading and oral composition experiences later in the curriculum)

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ENGLISH 121 - 122 (MGC2, Teacher Materials)

1. Pronunciation

   -review of phonemes and diphthongs

   -review of pronunciation symbols, including the schwa and the ŋ (175-177)

   -practice in the sounding of letters (241)

   -use of stress marks in cuing pronunciation (241-2)

2. Oral Composition

   -individual delivery of a short talk on subject matter of interest and understanding (approximately five minutes in length)

   -emphasis on aspects of structure (content, choice of language, organization to include effective opening and closing remarks)

   -emphasis on aspects of delivery (eye contact, poise, posture, use of gestures, articulation, volume, rate, tone, pronunciation)

3. Listening Comprehension

   -stress on class comprehension of the purpose, content and organization of the presentation

4. Dramatization

   -brief individual experiences in role playing, pantomime, improvisation

   -emphasis on nonverbal communication (gestures, facial expressions)

   -(designed to further enhance the confidence of students in speaking before the class)

ENGLISH 131-132 (experiences for 131 classes may be limited by the ability and sophistication of students; teacher discretion is encouraged in selecting and modifying learning activities and expectations)

1. Oral Interpretation

   -related to literature studied in class

   -communication of mood, feeling and characterization should be stressed

   -(although memorization is not required, it is important that students prepare beforehand in order to anticipate difficult pronunciation and complicated passages)

   -(elements of mood, feeling and characterization should be discussed by the class prior to individual presentation

2. Public Speaking (optional for 121)

-review of aspects of structure and delivery from oral composition, Eng. 122

-topics may be motivated by literature studied in class but will probably center on current issues or more immediate student concerns

-use of notes in preparation should be stressed

-notetaking for student audience should be stressed

3. Optional Speaking and Listening Activities

-teachers may devise symposiums, panels, free discussions, debates, improvizations, etc. to support the teaching of literature or the communication of ideas

4. Listening (related to B and C, above)

-listening comprehension should be stressed for the student audience

-recognition of faulty logic (cause and effect; false analogies; arguing in circles; opposing extremes) (i.e. insisting on only two sides to a question)

-recognition of flaws in evidence or lack of objectivity (incomplete truths; unsupported or unverified statements; insufficient evidence)

D. COMPOSITION

Materials:

Modern Grammar and Composition I (MGC1)

Modern Grammar and Composition II (MGC2)

Harbrace College Handbook (HAR)

Selections in literature

Several assumptions regarding the essentials of effective teaching of writing should be considered as topics in composition are undertaken; these assumptions are from a previous publication in English curriculum from DPI.

1. Writing should flow from the ongoing work of the class—from a unit, a study of literature, class discussion, or concrete experience.
2. There is a direct relation between quality of the writing and motivation.
3. Themes should be rewritten and sentences recast. Essentials in grammar and language usage (above) should be consistently reinforced.
4. Writing should be frequent and sustained over a long period of time.

ENGLISH 112

1. Elements of a Theme (MGC - Comp. - Ch 1)

   -components of a theme through analysis of models (252-4)

   -practice in preparation of introductory sentences and paragraphs

2. Developing the Topic (MGC - Comp. Ch 2; HAR Ch 32)

   -approaches to topic development are contained in the cited references; however, teachers may decide to employ alternative methods that have been successful

   -word association should be stressed (MGC 2, 278)

   -practice in writing an effective closing (MGC 2, 279-80)

3. Paragraphs (MGC - Comp. 3, HAR, 31)

   -discussion and analysis of sample paragraphs (MGC 2, 287-89)

   -elements of effective paragraphs (unity, coherence, etc. and the topic sentence through study of models) (either MGC or HAR may be used; a wider variety of samples is found in the HAR)

   -practice in writing narrative paragraphs (e.g. a chronological paragraph indicating the events of the conspiracy in Julius Caesar)

   -practice in writing expository paragraphs (e.g. in JC: Brutus as a tragic hero; humor as a relative value; guilt as a matter of conscience)

   -practice in writing descriptive paragraphs (e.g. a paragraph focusing on a dominant impression or scene from a novel or play—the Frank apartment in Diary; the murder of Caesar; the guillotine scene, the wine shop in Tale of Two Cities)

4. Letter Writing (MGC Ch 9)

   -format for a business letter

   -format for a social letter

   -practice in writing business and social letters (195-198)

5. Building Word Power (Ch 4, MGC-Comp)

   -should be related to vocabulary study; reference to parts of the chapter is at the teacher's discretion)

   -(this chapter has considerable potential for stimulating creative thought and writing)

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ENGLISH 111

1. Elements of a theme (MGC-Comp-Ch 1)
2. Developing the topic as in English 112; content and instructional approach should be consistent with the ability and interest of students.
3. Paragraphs
   - -discussion and analysis of sample paragraphs (287-89)
   - -elements of effective paragraphs using models from SC and BBR
   - -unity and cohence in the paragraph
   - -practice in writing the topic sentence
   - -recognition of narrative, expository and descriptive paragraphs from models in SC and BBR
   - -practice in writing narrative, expository and descriptive paragraphs (Ex. 13, p. 310, MGC, is recommended)
4. Letter Writing (ECE or as indicated for 112)
   - -business letter (137-142, ECE)
   - -order letter (167-170, ECE)
   - -claim letter (202-203, ECE)
   - -social letter

ENGLISH 122 (MGC2-Comp; selections from literature)

1. Organization and Outlining (Ch 3)
   - -may be accomplished through use of alternative methods
2. Description and Narration (Ch 4) (texts from literature)
   - -review of narration and descriptive paragraphs (From Eng. 112)
   - -personal and impersonal description; dominant impression; (prologue in Lost Horizon: description of O'Lan in the Good Earth)
   - -discussion and analysis of elements of a narrative: selection of events, order of events, point of view, action - time relationships (examples from The Good Earth, Lost Horizon, Up From Slavery)
   - -techniques and practice in writing dialogue (refer to use of dialogue in novels and short stories)
   - -students should write a short but original story employing dialogue, description and narration

3. Exposition and Argumentation (Ch 5, MGC2)

-discussion and analysis of basic patterns of exposition (through definition, partition, comparison and contrast, classification, cause and effect, by explaining a process), (MGC2, 314-21)

-practice in writing themes according to one or more of the patterns

-argumentation and persuasion (323-4) (exercises 10, p. 324 is recommended)

-student themes should be presented to the class (this unit may be related to oral composition)

4. Book Report

-a formal and structured report pertaining to a novel or biography assigned in class

-length and pattern of the report is at the teacher's discretion

-as a minimum, the report should include a review of the literary elements of the book, its social and psychological impact and the student's assessment of the book or literature and entertainment

ENGLISH 121 (MGC2, SC; BBR; selections from literature)

The English 121 program is to follow the pattern of 122 within the limits of student interest and ability.

Several alternatives should be considered:

a. paragraphs and themes for analysis should come from BBR or SC as the language of MGC is likely to be confusing for the students.
b. ideas for individual stories should be discussed and developed in class.
c. extended models for description and narration should be keyed to the Impact or Crossroad series.
d. references for dialogue should be sought in Impact and Crossroads series.
e. writing of several description and narration paragraphs when the topic sentence is supplied by teacher.
f. writing descriptive and narrative paragraphs (or themes) from personal experience.

ENGLISH 132-131 (MGC2, HAR, selections from literature)

The emphasis of the writing program in eleventh grade will be placed on expository and creative forms. Teachers should insist on refinement in logic and a growing awareness of style in student written work.

Writing experiences for students in 131 will again be limited by level of achievement and ability; shorter and less complicated assignments should be used.

1. Review of Exposition and Argumentation

   -review of outlining (ch 3, MGC2; HAR 335-36; or alternative)

   -review of basic patterns of exposition (122-c: Ch 5; MCC-2)

   -reinforcement of review through one or more themes as follows:

   a. an argumentative theme dealing with a controversial subject

   b. an argumentative theme based on a proposition and supported by evidence;

   c. an expository theme defining a term or explaining a process

2. (either a or b depending on availability of texts); in 131 classes, sentence improvement will center about simpler errors that are more readily corrigible; e.g. usage distinctions, spelling, etc.

   a. Refining Sentence Structure and Style (MGC2)

      -(placement in sequence to be determined by teacher following any theme assignment)

      -emphasis on correction of common errors (student writing should be analyzed in terms of common errors indicated on 194, MGC2; various hints for correction are provided on pages 214-218; these should be taught to the class to a degree to which such errors are demonstrated in student writing--the errors of the student should be used as models for correction)

      -smoothness and variety in the writing of long and short sentences (MGC2, 254-5, applied to student's themes)

      -emphasis on position of the subordinate clause with emphasis on punctuation; variety through verbal phrases (258-60)

      -sections concerning changing word order, parallel structure, balanced sentences, loose and periodic sentences in accordance with needs of the students and discretion of the teacher

   b. Refining Sentence Structure and Style (HAR, Ch 23-30)

      -(student writing will be analyzed in terms of a need for improvement and reinforcement which can be provided in Chapters 23-30, HAR; although each of the chapters should be introduced into class discussion, the degree of the treatment will be determined by student needs and teacher discretion)

3. Critical Review and Analysis of Mass Media

-(students should attain familiarity with a wide range of programs and presentations on television and radio and in the movies; they should acquire standards for judging and selecting programs and competence in organizing and expressing their opinions in writing)

-examining the impact of media on American life; might deal with the following:

a. changes brought about in our society by the media;

b. occupations and social status highlighted in current programs;

c. values revealed in the treatment of family life (ethical situations, ambitions, crime, violence, etc.);

d. contribution of T.V. and radio in enriching the lives of the audience

-written reviews of one or more of the following:

a. dramatic presentations;

b. news programs (extent and nature of coverage, clarity, degree of impartiality, appeal to the viewer or listener);

c. discussion shows (importance of the topic, facts presented, positions taken, justice and soundness of the positions)

4. Critical Review and Analysis of Literature (for 132; Optional for 131)

-experiences in expository writing oriented to procedures and principles employed in the study of literature

-students should be expected to complete two formal reviews (one each semester) or book reports pertaining to a full length play, novel or biography or group short stories or poems

-general purpose books or less taxing novels should be used for students in 131

-themes should be evaluated in terms of clarity, completeness, unity and organization as well as effective style, as indicated in D2 above

5. Newspaper Writing (in conjunction with reading, listening, and speaking skills)

-experiences in newspaper writing using current models:

the news story (use of lead paragraph)

the feature story

the editorial

6. Preparation of Personal Data Summary (Ch 2, MGC2-Comp. should be used for reference)

-students will review models and prepare their own resumes

E. READING AND WORK STUDY SKILLS

Attention to the reading process is required by English teachers at every level. The program is designed to improve and develop each individual's competence in four areas: word-attack skills, enlarging vocabulary, getting and interpreting the meaning, work study skills.

Even more than other areas, the teaching of reading requires an understanding of the integration of skills. Vocabulary and some aspects of word attack are taught separately as well as through reading; reading comprehension is also necessarily involved in the consideration of all aspects of the literature program.

ENGLISH 112, 122, 132

1. Comprehension

   In the teaching of prose, teachers should specifically emphasize activities and experiences relative to assimilating and retaining what is read.

   a. Getting the main idea of a paragraph; seeing the relationship of the main ideas of several paragraphs.
   b. Relating supporting details to the main idea; distinguishing between important and unimportant details.
   c. Organization of a paragraph as an aid to comprehension (see composition skills).
   d. Using pictures as clues to meaning.
   e. Drawing inferences.
   f. Predicting outcomes.
   g. Arriving at conclusions.
   h. Identifying the author's purpose.
   i. Understanding the mood of a selection.
   j. Recognizing slanting and use of loaded words; recognizing propaganda techniques.

2. Work Study Skills (Grade level as indicated)

   a. Adapting reading rate to content and purpose (112, 122, 132)
   b. Outlining, summarizing, notetaking (112, 122)
   c. Skimming, scanning (112, 122)
   d. Orientation to the Library (112) (copies of the unit will be distributed by the coordinator; its content should be enlarged and refreshed by teachers at the tenth and eleventh grade level)

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e. Dictionary skills

-sound of words (see Speaking/Listening; MGC1, 215-16) (112)

-parts of speech (MGC1, 208-09) (112)

-inflectional forms (MGC1, 211) (112)

-other language skills revealed in the listing (MGC2, 238-47) (122)

f. Reading in the Newspaper (132)

-(unit to structured according to the Teacher's Guide to Use the Newspaper In the Classroom)

g. Reading in Magazines (classes in the library are encouraged)

-familiarity with parts of the magazines and with functions: cover; table of contents; articles; stories; illustrations; advertising, index; publication data (122)

-examining the diversity of magazines available in the school or public library; categories such as household, news, business, literary

-evaluating views of contemporary society as presented in magazines (132)

-individual reading projects from different types of magazines (132)

-examining particular articles to note purpose, words and expressions, clarity, etc. (132)

3. Vocabulary Development

See previous section concerning vocabulary. Word development should be stressed and anticipated in all reading assignments; lists should be prepared as previously indicated. Moreover, in encountering all forms of literature, teachers should be aware of the need to:

a. clarify idiomatic expressions

b. define the use of foreign terms

c. develop understanding of both the connotations and denotations of words

d. develop sensitivity to double meanings and nuances in language

Unlike the program in 112, 122, 132, reading in the 111, 121, and 131 will require separate and independent instruction as well as instruction that is interrelated with the rest of the English curriculum.

ENGLISH 111

1. Oral Reading

-all students should have continuous practice in oral reading (relate to Speak-Listening Skills) (steps should be taken to prevent students from being embarrassed by their reading; the use of tape recorder and private sessions with the teacher are encouraged)

-teachers should check for the following: pointing, substitution, reversals, omissions, insertions.

2. Comprehension (BBR, SC, selections from literature)

-seeking the main idea of paragraphs (by making up titles; choosing the best of several titles; discussing several sentences which tell what the story is about and selecting the best one) (exercise in BBR)

-finding details in a paragraph (which contribute to the main idea (stories in SC)

-determining sequence in a narrative (by responding to questions about what happened first, next, last; rearranging sentences in a paragraph that have purposely been jumbled (SC)

-relating details to the main idea

-identifying topic sentences and seeing the relationship of other sentences to it (also identifying the main idea when the position of the topic sentence is changed or when the paragraph contains no topic sentence) (BBR and related to composition skills)

-determining the organization of a paragraph (by cause and effect, comparison and contrast, etc.) (can be related to composition skills)

3. Vocabulary Development and Word Attack

(Individual and small group work is encouraged as students possess these skills in varying degrees)

-See previous section concerning vocabulary. As in 112, word development is to be stressed in all reading assignments.

-teachers should use prepared exercises in BBR and create others to assist students in phonetic analysis; for example:

a. Noting and recognizing consonant blends that represent two sounds (br, dr, fr; cl, bl, pl; st, sp)

-that represent one sound (ch, wh, ph)

b. Blending letter sounds within and onto root words (cr awl, crawl, crawl ing)

c. Recognizing silent consonants (knock, crumb)

d. Recognizing that different letters represent the same sound (Philip, Fat, cough)

-recognition of basic structural elements of words (compound words formed from a known and unknown word: cast in downcast)

-function of important prefixes and suffixes (with vocabulary)

-recognition of contractions (with Grammar/Language Usage)

-recognition of picture clues and context clues

4. Work Study Skills (ECE, BBR)

a. Handling books and school supplies properly

b. Conditions for effective reading and study; posture, lighting, fidgeting, holding the book too close or unsteadily

c. Knowing the parts of a book and how they function (title page, copyright page, table of contents, index, glossary, appendix, jacket, list of maps and other aids)

d. Function of the introduction, foreword, preface, bibliography

e. Summarizing and notetaking

f. Orientation to the library (unit to be distributed by coordinator)

g. Dictionary Skills (as in 112)

h. Filling out forms (ECE, p. 69)

i. Learning to file using alphabetic order (ECE, p. 39)

ENGLISH 121

1. Oral Reading

-as in English 111; continuous practice for all students is required

2. Comprehension (BBR, SC, Crossroads, Impact)

-review and reinforcement of skills from Eng. 112; improved comprehension requires sustained practice; drill and practice of skills indicated in B should be intensified

-identifying the author's purpose (i.e. to amuse, educate, warn, etc.)

-extending the author's narrative

-understanding the mood of a selection (from the setting and atmosphere, reactions of the characters, and the problems a situation presented

-interpretation of pictograms, diagrams, charts and maps

-recognizing referential expressions and their effective meaning (e.g. former, latter, respectively)

-recognizing transitional expressions and their effect in meaning (e.g. former, latter, respectively)

-recognizing the effect of subordination of grammatical elements upon meaning (See grammar and Language Usage)

3. Vocabulary Development and Word Attack Skills

-individualized and small group instruction in reinforcing skills from English 111

-emphasis on context clues

4. Work Study Skills

-review and reinforcement of skills from English 111

-analysis of questions in examination and homework situations (avoiding pitfalls that result in loss of time and credit

-emphasis on notetaking and summarizing

-individual library projects to reinforce use of reference materials

-dictionary skills (as in 122)

-discussion and analysis of parts of the magazines as in 122

ENGLISH 131 (HM, Skills Sequence Chart)

-intensive review of comprehension, vocabulary and word attack skills keyed to the Skills Sequence Chart for the HM series.

F. LITERATURE

The study of literature takes place in conjunction with reading, writing, listening and speaking, as well as with language study. Although literature represents the most formidable vehicle for the study of the language arts, the English teacher has an additional role in inviting inquiry into man's nature, his motives and behavior in relating to the physical and social environment. Furthermore, he has a responsibility to create awareness of the writer's craft and technique in communicating new insights into man and his world.

Students should be able to clarify and support ideas by reference to literature dealing in similar ideas and values. It is recognized that the learner's attitudes toward himself and others are in part a reflection of his ability to select and synthesize concepts evolving from literature.

Organization of the program. In the ninth and tenth grades, the organization is according to literary type: novel, short story, poetry, drama, biography, essay. Units of class study are to cover literary works in a single genre. The program allows for selecting work of the widest range of content and form: the classic and the contemporary, the multiplicity of ethnic and cultural backgrounds in our society, the literary work of writers of several nations. The teacher's discretion is urged in selecting materials appropriate to student capability and emotional and intellectural sophistication. Nonetheless, teachers are expected to honor the sequence of learning expectations for each grade level.

In eleventh grade, the sequence of literary selections is set against a background of American literary and cultural history. At this level teachers will utilize works which reinforce understanding of basic literary structures and types and which reflect upon the dominant trends in American literature. By the end of the eleventh grade, students should be prepared to choose specialized twelfth grade courses which are suited to their individual needs and goals.

ENGLISH 111-112

1. Introductory treatment of literary types.
    a. the distinction between fiction and non fiction, poetry and prose (drawing on examples from middle school reading)
    b. the various types: novel, drama, etc.
    c. discussion and definition of basic terms pertaining to the structure of literary works: plot, setting, characterization and theme
2. Introduction to the short story, fable, and myth.
    a. various structures inherent in the short story: plot, characterization, setting
    b. determination of theme or moral in several short stories and fables
    c. conceptionalization of the notion of conflict: internal vs. external; man against environment, against other men, against impulses or desires in himself (concepts to be developed through reading and discussion of approximately six to ten works)
3. Introduction to the novel.
    a. comparison of novels with short stories
    b. the emphasis of setting in novels which apply to social climate (as in TOTC and Cry)

c. basic structures as applied to the novel: plot, characterization, etc.

d. determination of the theme and the universality of the theme

e. discussion of various subplots and their impact (students will discuss and analyze two novels in class; an abridged version of TOTC will be used in 111 class)

4. Introduction to drama.

a. historical background of either Greek or Shakespearean theatre

b. the nature of tragedy: notion of tragic hero and tragic flaw

c. the conflict in tragedy: definition and discussion of protagonist, antagonist

d. plot elements in drama: rising action, climax, falling action (Julius Caesar and/or a selected Greek tragedy will be discussed in class)

e. stylistic techniques: soliloquy, aside

5. Introduction to poetry.

a. reading (for enjoyment) of a wide range of narrative poems (tales, epics and ballads) selected on the basis of simplicity and vivid imagery

b. development of sensitivity to sound in poetry

c. familiarity with rhyme: end rhyme and internal rhyme

d. simple examples of onomatopoeia and alliteration

e. the reading of modern song lyrics to determine poetic value through content (using Grandfather Rock as the text) - free verse

6. Introduction to biography

a. the nature of biography and autobiography

b. point of view as a means of characterization

c. the Diary as a literary form

d. insights gained through intimate memoirs and personal accounts

(Note: A socio-psychological approach will help students increase their knowledge of people, add to their understanding of the age in which the literature was written and apply the knowledge and understanding to current living.)

ENGLISH 121-122

1. The Short Story Unit.

a. techniques of plot development: building suspense, foreshadowing, climax, point of view

b. theme analysis through symbolism

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c. allegory, symbol as forms of plot development and characterization

d. analogy as a means of thematic explication

e. relationship between short story and the novel

2. The Novel Unit.

a. understanding of the basic characteristics of the novel

b. understanding of different styles/types of novel structures

1. the horizontal novel

2. the vertical novel (use of flashback) use of the frame

3. the pastoral

c. analysis of an author's style and technique (individual artistry)

1. rhetorical devices (i.e. allusion, euphemism, imagery, irony, metaphor)

2. language, phraseology, analysis (refer to section "D", Composition)

3. dominant themes

d. levels of conflict within the plot and sub plots (internal and external)

e. point-of-view as a technique

f. tone

3. The Poetry Unit.

The purpose of this unit will be to encourage the student toward original creative experiences through the imitation of poems which follow simple forms.

a. narrative forms

1. the limerick

2. the ballad

b. lyric forms

1. haiku

2. epigram (heroic con)

3. epitah

4. cinquain

5. cleriheu

c. (in order to accomplish these writings students will need to deal with rhyme scheme, simple metrical measures [terminology may be introduced but should not constitute an end in itself]; stanza forms and fundamental exercises in scansion)

d. figurative language (i.e. simile, metaphor, irony, hyperbole, imagery, personification, alliteration)

4. The Biography Unit
    a. the characteristics of biography
    b. point of view of the author
    c. differences between biography and autobiography
    d. biography as a form of the essay
    e. consideration of qualities of greatness, courage, leadership through the analysis of each subject
    f. consideration of personal value systems
        1. honor
        2. happiness
        3. spirituality
        4. morality, etc.

    The biography unit should lead to some consideration of personal goals and individual philosophies. In conjunction with the composition lessons, students should be given the opportunity to express their own ideas.

5. The Drama Unit
    a. characteristics of dramatic fiction
    b. dialogue (as plot development, as characterization, as part of setting)
    c. the definitive nature of comedy
    d. the various comic types
        1. farce
        2. slapstick
        3. comedy of manners
        4. musical comedy (to show relation to no play)
        5. satire
        6. fantasy
    e. the characteristics of the Nō Play
    f. the relation of the larger meaning of the play (theme) to mood
    g. the role of stage directions and stage business for production
    h. characterization (flat stereotyped characters, round characters)

ENGLISH 131-132

Although the course of study tends to be a chronological introduction to outstanding American authors, teachers should be reenforcing student awareness of genre. As an alternative to the historical method, teachers may wish to utilize a thematic approach. "The Search for an American Identity" can be an opportunity for students to develop models of human behavior and experience appropriate to their developing understanding of themselves. In addition, the student should be developing the skills necessary to deal critically with literature through a knowledge of literary concepts of increased sophistication from those dealt with in 9th and 10th grade. For example:

1. The Human Side of Puritanism (note DPI prepared unit)
    a. Taylor
    b. Edwards
    c. Hawthorne
    d. Franklin
2. Voices in Controversy
    a. Thoreau (Civil Disobedience)
    b. Richard Wright (The Man Who Lived Underground)
    c. Malcolm X
    d. Whitman (in war poetry)
    e. Crane
    f. Twain (social criticism)
3. The Development of Self—the independent spirit
    a. Thoreau - Walden selections
    b. Whitman
    c. Fitzgerald - The Crackup
    d. Emily Dickerson
    e. Emerson - essay
4. Suggested Critical Areas
    a. Romanticism - Poe, Irving, Hawthorne
    b. Realism - Crane
    c. Naturalism - Crane
    d. Trancendentalism - Emerson, Thoreau
5. Awareness of more subtle genres and literary techniques

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a. the parable

b. satire in fiction and non-fiction

c. the anecdote

d. levels of symbolism

e. qualities of free verse: the catologuing technique, symmetry, metaphor

f. the nature of lyric poetry

(1) the elegy

(2) the idyl or pastoral

(3) recurring themes: love, death, nature, time

6. The Essay as a literary genre

a. the personal essay

b. the reflective essay

c. the critical essay

d. the editorial essay

e. the descriptive essay

It is important that the course in American literature recognize the multi ethnic and multi racial quality of the major historic and contemporary authors. This aspect of the literature should blend with concepts and lessons related to vocabulary and usage.